

2016 Supports and Accommodations Webinar



CHAPTER ONE

OVERVIEW AND M-STEP SUPPORTS AND ACCOMMODATIONS

Introductions



- Jennifer Paul

EL and Accessibility Assessment Consultant

- John Jaquith

Assessment Consultant for Students with Disabilities

For questions after today's webinar, please send them to
baa@michigan.gov

Topics



- Review of Supports and Accommodations framework
- Selecting appropriate supports and accommodations
- Review of high-use supports/accommodations
- Review of new accommodations

Big Ideas for the Framework



- Make team based decisions, even for ELs
- Make individual student decisions
- Provide supports that the student uses in their regular instruction

Supports and Accommodations Framework



- Universal Tools (Accessibility Tools)
 - Available to all students, use is primarily student driven
- Designated Supports
 - Available to students who have a specific need, use is primarily educator driven
- Accommodations
 - Available to students with disabilities or those who have 504 plans

Frequently Used M-STEP Designated Supports



- Text-to-Speech - eDIRECT: TTS
 - Math
 - Science
 - Social Studies
 - ELA: Grades 3-8 - questions, item options, and PT source materials
- Human Read-Aloud
 - Math (online & p/p): Use Read-Aloud Guidelines
 - Science (p/p): Use Reader Script
 - Social Studies (p/p): Use Reader Script
 - ELA (online & p/p): Grades 3-8 - questions, item options, and PT source materials, Use Read-Aloud Guidelines

Frequently Used M-STEP Designated Supports



- Oral Translations
 - Math
 - ✦ Online: requires a one-on-one administration
 - ✦ Paper/Pencil: small group administration, <5 students
 - ✦ Use Spanish Read-Aloud Guidelines if translating in Spanish
 - Science
 - ✦ Paper/Pencil: must use reader-script, small group administration, <5 students
 - Social Studies
 - ✦ Paper/Pencil: must use reader-script, small group administration, <5 students
- Non-electronic bilingual word-to-word dictionary
- Stacked Spanish Translation
 - Math (online & paper/pencil)
 - ✦ Online & Paper/Pencil: can be administered in small groups, if combined with an oral translation must be administered one-on-one and requires use of Spanish Read-Aloud Guidelines

Frequently Used M-STEP Accommodations



- Text-to-Speech - eDIRECT: TTSPASSAGE
 - ELA: Grades 6-8 - questions, item options, PT source material, AND passage audio
- Human Read-Aloud
 - ELA: Grades 6-8 - ELA: passages
- Scribing for Writing Items
 - Use Scribing Guidelines

New Spring 2016 M-STEP Accommodations



- Closed Captioning
 - ELA Listening items only
- Refreshable Braille
 - Math and ELA only

M-STEP Changes



- TTS
 - New: follow along (highlighting what is being read)
- TTSPASSAGE (not available for grades 3-5 ELA)
- Refreshable braille
- Closed captioning
- Manipulatives
- No requirement to do paper/pencil version if multiple days are needed
- CONTACT US for Projection Technology for individual students (baa@michigan.gov)

Recording & Turning On Supports and Accommodations



- Online

- Turn on and record in eDirect
- Not all supports and accommodations listed

- Paper/Pencil

- Record on test booklets
- Not all supports and accommodations listed

eDIRECT Draft



Student Detail		Accommodations	Demographics	Test Sessions		
Accommodations						
Type	Accommodation	ELA	Math	Science	Social Studies	
Online	Color Chooser (CC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Contrasting Text (CT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Masking (MSK)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Spanish Translation (Stacked) (ST)		<input type="checkbox"/>			
Online	Text-to-Speech (TTS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Video Sign Language (test content) (VSL)	<input type="checkbox"/>	<input type="checkbox"/>			
Standard	Abacus		<input type="checkbox"/>			
Standard	Alternative communication device			<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Auditory Amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Bilingual word-to-word dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Directions provided in ASL or SEE (Human Signer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Noise Buffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Frequently Used MI-Access Supports



- FI Text to Speech for online (default is “on” for all students)
 - Follow-along is new for S16
- Scribe (online click and/or constructed response)
- Small group administration

New MI-Access Supports for 2016



- Multiple Day testing (All)
 - Same rules as M-STEP for online Functional Independence (FI)
 - All FI online assessments have two “parts” (one test ticket each)
- Embedded Calculator (All)
 - Online FI Mathematics (not required)
- Use of Manipulatives/Counters/Base-10 blocks
 - This is available as an accommodation

What do I put on the IEP?



- Do I need to include universal tools and designated supports on an IEP?
 - The reason to include something that is a universal tool or designated support on the IEP, is to ensure that a student gets what they need. The IEP should describe the student needs and how those needs are addressed (regardless of whether the support is universal, designated or an accommodation in our tables).
 - ✦ For example, while it may be “understood” within a building or program what is provided to all, it does not provide for what the student individually needs. If that student suddenly moves out of the district or ends up in an interim alternate placement, those understandings get lost and the student will likely not get the supports he or she needs.

SAT Accommodations



- Standard Accommodations:
 - Accommodations are requested using the [SSD online system](https://www.collegeboard.org/students-with-disabilities/ssd-online)
 - (<https://www.collegeboard.org/students-with-disabilities/ssd-online>)
 - Approved accommodations are considered “standard” and students will receive a “college reportable” score and will count as tested in the state accountability system

SAT Accommodations



- Standard Accommodations (Examples):
- Timing:
 - Extended time (50%, 100%, more than 100%)
 - Extra Breaks/breaks as needed
- Setting
 - Small group, 1:1 or other modified setting
 - Preferential Seating

SAT Accommodations



- Standard Accommodations (Examples):
- Presentation
 - Reader (1:1 setting)
 - Four function calculator on non-calculator section
 - Audio versions (MP3)
 - Magnification devices (not connected to internet)
 - Directions in ASL or SEE
- Response
 - Scribe
 - Assistive technology/communication devices
 - Word processor or Braille Writer

SAT Supports and Accommodations



- State Allowable:
 - Accommodations are requested using the SSD online system
 - Selecting “State Allowable-Non College Reportable” supports and accommodations:
 - Will result in a score, but it may not be used for college entrance purposes (will be marked Non-College Reportable)
 - Will result in the student being counted as “tested” in the state accountability system

SAT Supports and Accommodations



- State Allowable-Non College Reportable
 - Reading assessment directions in student's native language
 - Reading content and questions in the student's native language for Mathematics
 - Use of bilingual word-for-word-non-electronic translation glossary for English Language Learners
 - Sign the Reading, Writing and Mathematics assessment (SEE may be allowable if student has both a hearing and reading impairment)
 - Student responds using ASL for Mathematics (not allowable in Writing and ELA as it is considered a translation – no listening items on SAT)
 - Clarifying/paraphrasing directions (exact repeating of directions is allowable/college reportable)

Tips for Applying for SAT Accommodations



- Start early
- Provide additional documentation when requested
- Working with the College Board (back and forth to provide information) is expected and helpful to the process.
- Send what you have
 - New evaluations are not required for the purposes of requesting accommodations
 - The Review of Existing Evaluation Data documentation is helpful when you are asked to provide documentation
- Understanding the process CB uses is helpful. When asked for documentation, they are seeking to understand by asking for the:
 - What – disability
 - How – impact on function and access to the assessment
 - Why – why is the accommodation necessary

IEP Designations for SAT Supports and Accommodations



- PSAT/ SAT
- The following accommodations will be requested from the College Board as standard accommodations that, if approved, will result in a college reportable score.
 - <<The IEP team will then indicate the accommodations that the school will request for the student>>
- The following state approved supports and accommodations will be available to the student. These are Michigan allowable supports and accommodations only, and will not result in a college reportable score. The student and school will receive a letter indicating the student's performance rather than a College Board report.
 - <<The IEP team will then indicate the accommodations that the school will request for the student>>

ACT WorkKeys



- ACT WorkKeys is a required component of MME, however the score will not be included as part of the student's overall ELA score
 - No application process for accommodated versions, just order what is needed
 - Students will need to take the assessment to be considered “tested” for MME
 - Students assessed using the alternate assessment (MI-Access) are not required to take WorkKeys, but may do so if the IEP team deems it appropriate.
 - Accommodated students have the entire two week window to complete WorkKeys

WIDA ACCESS for ELLs 2.0



- [ACCESS for ELLs 2.0 Accessibility and Accommodations Guidelines](https://www.wida.us/assessment/WIDA_AccessAccGuidelines.pdf)
(https://www.wida.us/assessment/WIDA_AccessAccGuidelines.pdf)
- [ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions](https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf)
(https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf)

Available Resources on the BAA Website under Supports and Accommodations



- Supports and Accommodations Table
- Supports and Accommodations Manual
- Scribing Protocol
- Read-Aloud Guidelines
- Spanish Read-Aloud Guidelines
- Recommended Qualifications and Guidelines for Translators
- Word-to-Word Bilingual Dictionary Guidance
- M-STEP Multiplication Table
- Supports and Accommodations Tracking Sheet

Additional Tips



- SAT is the ONLY state assessment with a formal application process required for ALL supports and accommodations
- For M-STEP and MI-Access: If a student regularly uses a support/accommodation not listed in the Supports and Accommodations Table, send a request to baa@michigan.gov.

Thank you!